



## The Relation Between Students' Optimism and Listening Achievement

Fithrah Auliya Ansar<sup>1</sup>, Nunun Indrasari<sup>2</sup>

[fitrahauliyaansar@radenintan.ac.id](mailto:fitrahauliyaansar@radenintan.ac.id)

<sup>1</sup>UIN Raden Intan Lampung, Bandar Lampung, Indonesia

<sup>2</sup>UIN Raden Intan Lampung, Bandar Lampung, Indonesia

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### Abstract

Learning is more about the act of transferring knowledge. However, the successfulness of students depends on their emotions in learning knowledge. Optimism is one of the factor that may influence the students' achievement in the lesson. The purpose of the research is to find the correlation between the optimism and students' listening achievement through knowing the way of optimism works in listening class and the significant influence between students optimism and listening achievement. The method of this research is correlation method by using quantitative data. This research was conducted in the class of listening in the third semester of University of Raden Intan Lampung in the academic year 2018-2019. The population of this study is the student of the third semester of listening class of State Islamic University Raden Intan Lampung. The instruments used in this research are Questionnaire and documentation. The finding in this result is the optimism level of students were mostly moderate. There were 81.8 % of moderate optimism by the students in listening and the result of correlation coefficient value was 0.668 which means that there was a positive correlation between them. As a result, The higher of the students' optimism can cause the higher achievement of the students in listening class.

**Keywords:** Correlation, Optimism and Listening achievement

## Introduction

Optimism by Scheier and Carver (Rottinghaus et al, 2005) means the view of feelings or expectations -hope that something is good will happen in the future. Generally optimistic is understood as the belief that what happened nowadays is good, and the future will provide the hope we desire. Despite facing difficulties, optimists remain convinced that difficulties are good for self-development, and beyond that, there is an opportunity to achieve expectations. Optimism affects health and impacts physical wellbeing, perceived stress, and coping mechanisms (Schleir 1985) it means Optimism can be a positive thinking that affects every aspect for every human beings.

Learning is more about the act of transferring knowledge. However, the successfulness of students depends on their emotions in learning knowledge. It is influencing the student's development in the future. McGinnis (in El-Anzy 2005) said optimists rarely felt surprised by difficulties. They feel confident in having the power to eliminate negative thinking, trying to increase self-strength, using thinking innovative to achieve success and try to be happy, even though it is not in good condition. Individual (students) with high optimism tend to be healthier because they have the desire to be someone who can produce something and always think positively.

Due to the importance of mastering English as a foreign language, many people learn English from an early age. Therefore, English has been studied since elementary school. The process of learning English continues to progress to high school. When students have reached the level of education, it is expected that their English mastery should be good enough. As a subject learned at school, English is rarely used as a daily communication language. Most of the students more widely use Indonesian in the first language and it causes the mastery of English to be hampered. On the other hand, there are so many demands to master the language.

The curriculum of State Islamic high school especially UIN (*Universitas Islam Negeri*) is rather different with general senior high school. The subjects study in UIN is more familiar with foreign languages. *Madrasah* is the educational school that has religious education institutions and general education as their basics. This does not cause problems in implementation. The boarding school concept is influencing the curriculum of *UIN* in mastering foreign language for students. In mastering foreign language especially English, students have to able practice four skills which are reading, writing, Listening and listening. In receptive skill, listening is also apart of indicator for everyone in knowing the ability of someone in mastering language. In communication, the speaker needs understanding by listening to the sentences or utterances. The researcher is interested in examining the effect of optimism on listening achievement. However, in this study, the researcher addresses some specific problems:

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1. How is the optimism of students in listening class at State Islamic Senior High School in Bandar Lampung?
2. Is there any significant relationship between optimism and students listening achievement at State Islamic Senior High School in Bandar Lampung?

### **Review of Related Literature**

#### **a. Optimism**

Optimism is a positive mind of something happened in the future. it is supported by the statement of Lionel Tiger (1979): "a mood or attitude associated with an expectation about the social or material future—one which the evaluator regards as socially desirable, to his [or her] advantage, or for his [or her] pleasure" (p. 18). It means that the attitude of people actually related to their expectation of the purpose and their desire to achieve their goals.

According to Seligman there are some aspects in the personal individual, they are:

1. Permanence (*Permanence vs. Temporary*)

Optimism exists because of some permanent causes like traits and abilities. There are two kinds of permanence aspect of optimism based on their level. They are permanence and temporary. Permanence means the optimism may stay longer and affect their whole life. Temporary means that the things that influence people's optimism is appeared timely.

2. Pervasive (*Specific vs. Universal*)

This explanatory style is related to the scope of the event, which cover *universal* and *specific*. The optimists who experience the bad event will have a specific explanation that the bad event is caused by the specific cause and will never dilate to another event. While the pessimists regard that the bad event applies to everything in our lives.

3. Personalization (*Internal vs. External*)

Personalization means the optimism may come from personal sights. The criteria differentiate this notion into internal factor and external factor. Somehow, bad events and good events can be create based on our perception.

#### **b. Listening**

Listening is an important skill in communication. Listening in third semester at UIN Raden Intan Lampung focused on intensive listening lessons which

explain more detail on listening for Specific Purposes. In the activities of listening class, lecturer used the The listening activity itself has several types that are in accordance with the activities carried out by students, while among others are:

1. Intensive listening, which aims to make students know about the components in the language, including discussion of phonemes, words, intonation, and so on.
2. Listen responsive to short material in the form of greetings, questions, orders, etc. which is intended so that students can give short responses.
3. Selective. In this type, the activities are focused on listening activities aimed at making students able to scan the material presented and be able to gather information related to certain topics, for example instructor instructions, news from TV / radio broadcasts, or stories. In time, students will be asked to listen and look for information about names, numbers, directions or events that correspond to the recording presented.
4. Extensive Listening. This type of listening activity presents material that is longer than the other types, for example recording when a teacher is giving a lecture to his students and conversations involving several people. Students are expected to be able to capture a global understanding of the recording treats so students can gain a comprehensive understanding, it is recommended to use interactive skills, such as recording important information, making a set of questions and engage them in discussions related to the topic presented (Brown, 2004: 120)

## **Method**

The research is aimed to find any significant relationship between optimism and student' listening achievement. Therefore, this study is classified as quantitative research because we need numerical data in order to explain and analyze the relationship nature between them. In this research, there were two variables exist. Those were variable X and Y. Variable X was Optimism and variable Y was listening achievement. The correlation between the two variables was analyzed by using the Pearson Product Moment.

This research was conducted in the class of listening at the third semester of University of Raden Intan Lampung in the academic year of 2018-2019. The population of this study was the student of the third semester of listening class of State Islamic University Raden Intan Lampung. The instruments used in this research were Questionnaire and documentation. Questionnaire was administered for taking the data of Optimism and documentation was for the data of listening achievement. The questionnaire that was used in this research had been developed based on Seligman's' theory

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on his book entitled *Learned Optimism* and The technique of scoring optimism used *Likert* scale. Then the researcher categorized the samples into three category grade of students" optimism in the listening class, which is high, moderate, and low. To determine mean and standard deviation the researcher used SPSS. The descriptions of finding students' optimism and students' listening achievement, were presented on the data collected and the procedure. Research procedure used the questionnaire of optimism which was developed based on Seligman's theories. It could be seen from its Permanence, pervasiveness, and personalization. The researcher defines the categorization of students' optimism score in the listening class. To ease counting the maximum, minimum, moderate, standard deviation and sum by using SPSS.

**Result**

1. The Results of Optimism

a. *Permanence*

Based on the data, they were 10 questions which were mentioned as permanence optimism. They were divided into two categorizations. Permanence consists of 4 questions and temporary consists of 6 questions.

a. *Permanence* :

1. The student can pursue their goals (q.1)
2. The students can solve their problem even there are many distractions (q.2)
3. The students believe in maintaining their good achievement (q.16)
4. The student always feels optimistic about their future (q.28)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
1	1	1,01	6	6,06	8	8,08	34	34,34	50	50,51	4,27
2	0	0,00	7	7,07	9	9,09	61	61,62	22	22,22	3,99
16	0	0,00	5	5,05	10	10,10	38	38,38	46	46,46	4,26
28	0	0,00	7	7,07	6	6,06	19	19,19	67	67,68	4,47

*b. Temporary:*

1. Student feels nervous when taking exam (q.6)
2. The student will work hard on the task (q.14)
3. The students can utilize the opportunity to do their course assignment in order to have a good grade. (q.17)
4. The student tries hard in order to understand the course material (q.18)
5. The student satisfies with a good grade now (q.24)
6. The students have prepared the final test through their previous tasks (q.29)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
6	10	10,10	10	10,10	16	16,16	27	27,27	36	36,36	3,70
14	1	1,01	8	8,08	1	1,01	23	23,23	66	66,67	4,46
17	2	2,02	3	3,03	26	26,26	41	41,41	27	27,27	3,89
18	1	1,01	6	6,06	8	8,08	27	27,27	57	57,58	4,34
24	0	0,00	8	8,08	10	10,10	33	33,33	48	48,48	4,22
29	0	0,00	5	5,05	15	15,15	47	47,47	32	32,32	4,07

*1. Persiveness Aspect*

In persiveness aspect, the students were investigated to be optimistic because of some goals. Therefore this aspect is on the scope of an event whether it is universal or specific. There are five questions reflect the optimism in universal category and so did specific category.

*a. Pervasiveness Universal :*

1. The student believes in his skill and keep practicing the skill ( q.5)
2. The student finds the difficulties in understanding the lecturer explanation (q.13)

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3. The student believes his failure will be used as his stepping stone to be success in the future (q.15)
4. The student can easily feel down when taking exam (q.19)
5. The student deserves the best score regarding their practice (q.27)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
5	0	0,00	7	7,07	2	2,02	35	35,35	55	55,56	4,39
13	15	15,15	24	24,24	38	38,38	17	17,17	5	5,05	2,73
15	0	0,00	7	7,07	2	2,02	29	29,29	61	61,62	4,45
19	10	10,10	18	18,18	33	33,33	28	28,28	10	10,10	3,10
27	3	3,03	16	16,16	24	24,24	34	34,34	22	22,22	3,57

*b. Pervasiveness Specific:*

1. The student feels difficult to reach a good mark on the lesson due to his lack of knowledge (q.9)
2. The student is confident with his ability to do the excellent job (q.11)
3. The student rehearses to do the best in the class regarding to the importance of having English ability (q.20)
4. The student gets easy to feel down if he makes a mistake in answering the question (q.21)
5. The student will not to practice again after having the bad score (q.22)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
9	5	5,05	22	22,22	32	32,32	27	27,27	13	13,13	3,21
11	1	1,01	14	14,14	18	18,18	49	49,49	17	17,17	3,68

20	1	1,01	5	5,05	6	6,06	28	28,28	59	59,60	4,40
21	10	10,10	19	19,19	25	25,25	24	24,24	21	21,21	3,27
22	60	60,61	12	12,12	3	3,03	7	7,07	17	17,17	2,08

2. *personalization*

The last aspect is personalization. The reaction of people is depended on the internal factors and external factors. There are 7 external factors and 3 internal factors

a. *Internal Personalization*

1. The student believes about his result (q.3)
2. The student believes can master the strategies in listening (q.4)
3. The student feels confident that he can make an excellent job on the assignments (q.7)
4. The student can understand the most complex material presented by the instructor in this listening course (q.8)
5. The student doubts with my competence in listening (q.10)
6. The student cannot concentrate on the listening materials, but I still can get through the troubles (q.12)
7. The student just go through the lesson without considering the good things (q.26)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
3	0	0,00	5	5,05	15	15,15	31	31,31	48	48,48	4,23
4	0	0,00	5	5,05	31	31,31	42	42,42	21	21,21	3,80
7	0	0,00	10	10,10	24	24,24	46	46,46	19	19,19	3,75
8	1	1,01	8	8,08	42	42,42	37	37,37	11	11,11	3,49
10	11	11,11	2	2,02	3	3,03	28	28,28	8	8,08	3,01



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			1		1		8				
12	2	2,02	10	10,10	30	30,30	48	48,48	9	9,09	3,53
26	3	3,03	41	4,04	31	31,31	44	44,44	17	17,17	3,69

*b. External Personalization*

1. The student probably gets a good achievement because of my lecturer's kindness (q.23)
2. The student hardly ever expects a good score in this class because I am not close with my lecturer (q.25)
3. The student thinks too much with the result (q.30)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
23	4	4,04	10	10,10	35	35,35	11	11,11	39	39,39	3,72
25	30	30,30	30	30,30	23	23,23	10	10,10	6	6,06	2,31
30	3	3,03	13	13,13	25	25,25	19	19,19	39	39,39	3,79

Through the data collected, the students' optimism score can be counted and categorized by SPSS in the level of maximum, moderate, minimum, standard deviation and sum. Here below the description:

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Optimisme	99	2.00	4.70	3.7299	.49360
Valid N (listwise)	99				

From the data above, the minimum score of optimism was 2.00, the maximum was 4.70, the mean was 3,7299 and the standard deviation was .49360. Through this data, the optimism can be specified into three stages which are low, medium and high.

**Optimism Category**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	8.1	8.1	8.1
	Moderate	81	81.8	81.8	89.9
	High	10	10.1	10.1	100.0
	Total	99	100.0	100.0	

2. The students' achievement in Listening Class

The students score in this case covered students' performance and the results of tasks, quizzes, and tests. For performance, it was counted as 20% and for the rest was 80%. The descriptive of the statistics were below:

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Total Score	99	30.20	79.20	62.4465	9.24055
Valid N (listwise)	99				

From the data above, the minimum score of listening achievement for first semester was 30.20 and maximum was 79.20 with mean was 62.4465 and standard deviation was 9.24055.

3. Data Analysis

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Nilai	.203	99	.000	.873	99	.000
Optimisme	.161	99	.000	.847	99	.000

a. Lilliefors Significance Correction

The data is normally distributed if the significance value is above 0.05. The results obtained by the two research variables namely value and optimism have significance values below 0.05 so that the data are not normally distributed. Due to this case, A nonparametric correlation test was used which are spearman correlation. However, the results of this Pearson correlation are also attached as a comparison.

**Oneway**

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**Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Total Nilai	Based on Mean	.438	2	96	.647
	Based on Median	.475	2	96	.624
	Based on Median and with adjusted df	.475	2	85.905	.624
	Based on trimmed mean	.448	2	96	.640
Optimisme	Based on Mean	.321	2	96	.726
	Based on Median	.188	2	96	.829
	Based on Median and with adjusted df	.188	2	86.775	.829
	Based on trimmed mean	.211	2	96	.810

Homogeneous data can be existed if the significance value is above 0.05. The results obtained by the two research variables namely value and optimism have significance values above 0.05 so that the data is homogeneous

**Pearson Correlation Results**

Correlations

**Correlations**

		Total Nilai	Optimisme
Total Nilai	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	99	99
Optimisme	Pearson Correlation	.668	1
	Sig. (2-tailed)	.000	
	N	99	99

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a significant correlation of optimism with the students' achievement if the significance value is less than 0.05. The above results obtained a significance value was 0,000 so that there was a correlation of optimism with student grades. Correlation coefficient value was 0.668 which means that there was a positive correlation between them. As a result, The higher of the students' optimism can cause the higher achievement of the students in listening class.

**Spearman Correlation Result**

Nonparametric Correlations

			Total Nilai	Optimisme
Spearman's rho	Total Nilai	Correlation Coefficient	1.000	.433**
		Sig. (2-tailed)	.	.000
		N	99	99
	Optimisme	Correlation Coefficient	.433**	1.000
		Sig. (2-tailed)	.000	.
		N	99	99

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a significant correlation of optimism with value if the significance value is less than 0.05. The above results obtained a significance value of 0,000 so that there is a correlation of optimism with student grades. The correlation coefficient value is 0.433 which means that there is a positive correlation meaning the higher the student's optimism, the higher the student's score.

**Discussion**

Based on the Seligman concept of optimism, he concurred that optimism can be led by achievable goals whether they are concrete or logical. It is also supported by this data that in question number (3), (18), and (24), most of the students strongly agreed that around 50% of them got influenced by the purpose of their learning. Instead of this factor, optimism also can be shown by their emotional quotient which means the students attitude in order to defense themselves from any difficulties such as desperation, foolishness and depression; in the question no (6), (21) and (22) around 20 % of the students strongly believe that those factors can influence their achievement in the class. It is also supported by Scheier and Carver in Owayed research (2005) which said that optimism and pessimism play a considerable role in the lives of individuals in the area of educational, occupational, and psychological

The research by Freih Owayed El-Anzi, with the title "Academic Achievement and Its Relationship with Anxiety, Self-esteem, Optimism and Pessimism in Kuwaiti Students" reveals the findings that academic achievement has a positive correlation with optimism and a negative correlation with pessimism. Optimism increase a person ability to tolerate situation and to solve problems, and it may have an effect on academic achievement. The differences compared to this recent study shows that the research conducted by Owayed analyzes the relationship among academic achievement with anxiety, self-esteem, optimism, and pessimism, while this study focuses hardly on the relationship between optimism and students' listening achievement. And this

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research also supports the previous researcher that there is a correlation between optimism and students achievement. The results of this study are in accordance with the proposed hypothesis that there is a relationship between optimism and student learning outcomes in the listening class. This means that the higher the optimism of students, the higher their grades in class.

### **Conclusion**

From the findings, it can be sum up that:

#### 1. Optimism

From 99 of students as the sample of this research, it can be known that the optimism level of students were mostly moderate. There were 81.8 % of moderate optimism by the students in listening

#### 2. Correlation

The minimum score of listening achievement for first semester was 30.20 and maximum was 79.20 with mean was 62.4465 and standard deviation was 9.24055. from the data, it can be known that the listening score of students were mostly moderate. There is a significant correlation of optimism with the students' achievement if the significance value is less than 0.05. The results obtained a significance value was 0,000 so that there was a correlation of optimism with student grades. Correlation coefficient value was 0.668 which means that there was a positive correlation between them. As a result, The higher of the students' optimism can cause the higher achievement of the students in listening class.

Based on the result of the research, it is suggested things as follows:

1. From the result of the study, the students' optimism was categorized as moderate and still there a relationship between optimism and students Listening achievement. The students should always keep optimistic during the learning process, never be given up when do the failure and always try to get a good achievement. Since it cannot be stand alone, so that the students' optimism should balance with the hard effort of study.
2. From the result above, there was very low relationship between optimism and students' listening achievement. Even so, the lecturer still expected to motivate and encourage the students to not give up easily in learning process so the students could achieve the good achievement

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